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ABSTRACT

This monograph contains three structured interview guides for interviewing principals, parents, and community leaders regarding gifted education as part of the needs assessment process under the Javits Grant Program. Many of the interview questions are multiple choice and all questions also solicit comments. The first interview is for building principals and asks questions on the number of gifted students by grade level and race; existing gifted education programs; who makes referrals; identification of gifted students; parental notification; parental involvement; community resources; student placement; timing of screening; program monitoring; individualization of instruction; support staff; professional preparation; knowledge of Ohio's definition of giftedness; ability to use portfolio assessment; ability to identify gifted children, underachievers, and disadvantaged children; public awareness; and obstacles that prevent parental participation. The parent interview includes questions addressing: identification of parent as gifted; child identification; activities in which the child has participated; characteristics of the child; parental interventions; and effectiveness of school programs. The third interview is to be used for community leaders and includes questions on: availability of information on gifted programs; community's response to gifted programs; parent involvement in the school; effectiveness of school programs; use of community resources; and parent training. (CR)

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ED 399 689

Structured Interview Guides

for

Ohio's Javits Grant

Needs Assessment

Ohio Department of Education
Division of Special Education

RC030630

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Structured Interview Guides for Ohio's Javits Grant Needs Assessment

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JAVITS PROJECT STRUCTURED INTERVIEW GUIDE

BUILDING PRINCIPALS

DISTRICT: _____

BUILDING: _____

INTERVIEWEE: _____

POSITION: _____

NO. OF STUDENTS ATTENDING BUILDING: _____

NO. OF TEACHERS: _____

GRADE LEVELS IN BUILDING: _____

REVIEWER: _____

DATE: _____

PLEASE ANSWER THE FOLLOWING QUESTIONS AS THEY PERTAIN TO YOUR BUILDING:

No. of Students per Grade Level as of October 1992 Child Count:

_____ K _____ 1 _____ 2 _____3 _____ 4 _____ 5 _____6

No. of Girls per Grade Level:

_____ K _____ 1 _____ 2 _____3 _____ 4 _____ 5 _____6

No. of Boys per Grade Level:

_____ K _____ 1 _____ 2 _____3 _____ 4 _____ 5 _____6

Ethnic Breakdown of Student Population:

_____ # of African American _____ # of Hispanic _____ # of Caucasian

_____ # of Asian _____ # of Other

No. of Gifted Students per Grade Level as of June 15, 1992 count:

_____ K _____ 1 _____ 2 _____3 _____ 4 _____ 5 _____6

No. of Gifted Students by Gender: _____ Girls _____ Boys

Breakdown of Gifted Population:

_____ # of African American _____ # of Hispanic _____ # of Caucasian

_____ # of Asian _____ # of Other

No. of Gifted Students Participating in the Free/Reduced Lunch Program: _____

DIRECTIONS: Please circle the answers that are appropriate for this building. If more than one response is circled, please indicate in the comment section which of the circled answers is used most frequently.

1. What year were gifted education programs implemented in this building?

   _____

Comments:

2. How are referrals made if a child is thought to be gifted?

   A. Parents referral
   B. Teacher referral
   C. Self-referral
   D. Referral from professionals outside of the school system (e.g., private psychologist)
   E. Referrals through the use of any and/or all of the above
   F. Other

Comments:

3. When does screening for delivery of services for individual gifted children first occur?

   A. Prior to entering kindergarten
   B. Kindergarten
   C. 1st grade
   D. 2nd grade
   E. 3rd grade
   F. 4th grade
   G. Doesn't occur
   H. Other

Comments:

4. What method(s) is/are currently being used in your building to identify gifted students as eligible to receive gifted education services?

A. Individual standardized intelligence tests
B. Group standardized intelligence tests and individual achievement tests
C. Group standardized intelligence, group achievement, tests, and documented superior performance
D Demonstrated superior ability in the visual and/or performing arts area by audition and/or display
E. A checklist of behavior related to a specific arts area
F. Alternative assessment methods, such as portfolio
G. Other

Comments:

5. How do you believe giftedness is defined within your building?

Response _____

Comments:

6. Are parents notified when their child has been identified as gifted?

A. Yes, all parents are notified
B. Parents are notified only when services are going to be provided for their child
C. No, parents are not notified that their child has been identified as gifted
D. Other

Comments:

7. How are parents involved in the design and delivery of gifted education services?

A. Serve as tutors
B. Serve on an advisory committee
C. Mentor students
D. Act as advocates
E. Other

Comments:

8. What community resources are being utilized in the delivery of services to students identified as gifted?

A. Library
B. Museums
C. Community professionals
D. Parents
E. Advocacy groups
F. University or college programs
G. Scholarships
H. Other

9. How are services provided to students identified as gifted?

A. Self-contained classroom
B. Resource room
C. Clustering within the classroom
D. Acceleration through early entrance (K)
E. Acceleration by subject area
F. Acceleration by grade level
G. Curriculum compacting
H Saturday programs
I. Summer programs
J. No services are provided
K Other

Comments:

10. How is a gifted student's progress monitored?

A. Classroom tests
B. Long-term projects, demonstrations, or exhibitions judged by the student's teachers
C. Samples of the student's work judged by someone outside of the school
D. Behavioral observations in the natural environment
E. Grades
F. Authentic assessment
G. Portfolio analysis
H. Self-evaluation
I. Other

Comments:

11. Who monitors this progress?

A. The student
B. Parents/family
C. Other students
D. Classroom teacher
E. School district
F. Community
G. State
H. Gifted education teacher
I. Gifted coordinator
J. Other

Comments:

12. How do teachers provide instructionally for the individual differences of gifted students?

Response _____

Comments:

13. What support staff are available for gifted students?

A. Designated classroom teacher
B. Coordinator of gifted programs
C. School psychologist
D. Counselor
E. Resource person
F. Librarian
G. Teacher aide
H. Community resource people
I. Teacher of gifted, either in a resource room or self-contained classroom
J. Other

Comments:

13A. Which of the above personnel are assigned to your building on a fulltime basis?

Response _____

Comments:

13B. How often do the above personnel visit your building if they are not assigned on a fulltime basis?

Response _____

Comments:

14. How many of your current teachers received specialized training or preparation to work with gifted students?

A. Preservice programs # _
B. Professional development (inservice training) # _
C. On their own initiative # _
E. University/College courses for certification # _____
D. No special training # _____
F. Other # _____

Comments:

15. What type of professional development would better prepare regular classroom teachers to work with students identified as gifted?

Response _____

Comments:

The next eight questions require you to rate your regular classroom teachers, as a group, on their competence regarding:

16. Knowledge of the current definition for giftedness in Ohio.

1	2	3	4	5
Extremely Competent	Competent	Some Competence	No Competence	Uncertain

Comments:

17. Knowledge of current techniques for identifying gifted children in Ohio.

1	2	3	4	5
Extremely Competent	Competent	Some Competence	No Competence	Uncertain

Comments:

18. Ability to use portfolio assessment.

1	2	3	4	5
Extremely Competent	Competent	Some Competence	No Competence	Uncertain

Comments:

19. Ability to deal with diversity among students in the classroom.

1	2	3	4	5
Extremely Competent	Competent	Some Competence	No Competence	Uncertain

Comments:

20. Ability to identify underachievers.

1	2	3	4	5
Extremely Competent	Competent	Some Competence	No Competence	Uncertain

Comments:

21. Knowledge of techniques for intervening with underachievers.

1	2	3	4	5
Extremely Competent	Competent	Some Competence	No Competence	Uncertain

Comments:

22. Ability to differentiate the curricula and instruction to meet the individual needs of students.

1	2	3	4	5
Extremely Competent	Competent	Some Competence	No Competence	Uncertain

Comments:

23. Ability to address the educational needs of students who are economically disadvantaged.

1	2	3	4	5
Extremely Competent	Competent	Some Competence	No Competence	Uncertain

Comments:

24. How does your district inform the public about programs for students identified as gifted?

A. Annual report
B. brochures or other printed matter
C. Provides speakers to local organizations
D. Displays students' work
E. Other

Comments:

25. What do citizens in your community understand about gifted education services and how do they feel about those services?

Response _____

Comments:

26. What are the obstacles that prevent parents of gifted students from becoming more involved in school programs?

Response _____

Comments:

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JAVITS PROJECT STRUCTURED INTERVIEW GUIDE

PARENTS

DISTRICT: _____

BUILDING: _____

INTERVIEWEE: _____

GRADE LEVEL OF CHILD: _____

REVIEWER: _____

DATE: _____

DIRECTIONS: Please circle the answers that are appropriate for you and/or for your child. If more than one answer is circled, please indicate in the comment section which of the answers is used most frequently.

1. Were you identified as a gifted and/or academically talented child?

   A. Yes
   B. No

Comments:

2. Did you participate in an advanced, accelerated, honors, or gifted program?

   A. Yes
   B. No

Comments:

3. Has your child been identified as gifted?

   A. Yes
   B. No

4. Of the following activities please check those in which your child has participated.

   A. Music lessons
   B. Sports
   C. Dance lessons
   D. Youth group activities (e.g., Cub Scouts, Brownies, 4-H, Indian Guides)
   E. Art Lessons
   F. Special early childhood programs (e.g., Head Start, preschool, day care)
   G. Martial arts
   H. Library programs
   I. Drama
   J. Church sponsored activities (e.g., Sunday school, after-school programs, athletic programs, youth groups, choirs)
   K. Other

Comments:

5. Circle the characterists that apply to your child.

   A. Exhibited early use of advanced vocabulary
   B. Exhibited curious nature and asked probing questions
   C. Indicated preference for the companionship of older children or adults
   D. Had a long attention span in areas of interest
   E. Exhibited understanding of things of which age mates are unaware
   F. Exhibited keen observer skills and responded quickly
   G. Exhibited sensitivity to environment (e.g., sound, light movement)
   H. Exhibited skills related to or expected of an older child (e.g., completed drawings at age three intensely interested in music)
   I. Other

Comments:

6. What have you done to help your child learn to play with others?

   A.

   B.

   C.

Comments:

7. How do you help your child want to learn or do well in school?

A.

B.

C.

Comments:

8. Do you do any of the following activities with your child on a regular basis (daily or weekly)?

A. Read to your child
B. Play games/sports
C. Go on outings together (e.g., church, library, zoo, museums, movies)
D. Draw or engage in other artistic endeavors
E. Have a family hour or activity
F. Other

Comments:

9. Describe what makes your child unique.

A.

B.

C.

Comments:

10. What have you done to help your child know the difference between right and wrong?

A.

B.

C.

Comments:

11. What have you done to help your child develop self-discipline?

A.

B.

C.

Comments:

12. What have you done to help your child/children learn to get along with one another?

A.

B.

C.

Comments:

13. Describe the three most important things you feel that you did to influence the development of your child in the area of creativity?

A.

B.

C.

Comments:

14. What do you do to help your child feel good about him/her self?

A.

B.

C.

Comments:

15. What are your greatest frustrations as a parent?

A.

B.

C.

Comments:

16. What is the best thing your school has done for your child?

A.

B.

C.

Comments:

17. What would you like to see the school do that they currently are not doing?

A.

B.

C.

Comments:

18. What problems does your child have with school, if any?

A.

B.

C.

Comments:

19. How does the school address these problems?

A.

B.

C.

Comments:

20. Is your child in any of the following?

A. Regular classroom
B. Special self-contained classroom for gifted students
C. Special groups for gifted students during part of the day or week
D. After-school interest groups
E. Community programs (please describe)
F. Other

Comments:

21. Do you participate in any of the following activities?

A. Parent-teacher meetings
B. PTA/PTO meetings
C. Tutoring
D. Advisory committee
E. Community activities (please describe)
F. Other

Comments:

22. Which of the following would you like to know more about?

A. How to tell whether or not my child is gifted
B. Parenting skills
C. How to assist the underachieving child
D. How to argue effectively for gifted education
E. Strategies for meeting my child's needs
F. Parent support groups
G. Educational jargon
H. Tests and what they mean
I. Appropriate activities for my child
J. Other

Comments:

REVISED 3/19/93

JAVITS PROJECT STRUCTURED INTERVIEW GUIDE

COMMUNITY LEADERS

DISTRICT:_____ BUILDING:_____

INTERVIEWEE:_____ REVIEWER:_____

DATE:_____

1. Please indicate (if any) which of the following groups you represent.

_____ A. Social Services

_____ B. Media

_____ C. Business

_____ D. Government

_____ E. Labor

_____ F. Medical and Health Services

_____ G. Church or Religious Institution

_____ H. Pre-Kindergarten Program

_____ I. Higher Education

_____ J. Agriculture

_____ K. Other

Comments:

2. How does your school inform the community of services or programs for gifted students?

_____ A. Annual report

_____ B. Brochures or other printed matter disseminated at the building level

_____ C. Provides speakers to local organizations

_____ D. Displays students' work

_____ E. Other

Comments:

3. How would you characterize your community's response to special programs for gifted children?

_____ A. We should spend more for these programs

_____ B. We should spend the same amount for these programs that we are now spending

_____ C. We should spend less for these programs

_____ D. Other

Comments:

4. Place in rank order (1 being the most important and 6 being the least important) the following reasons why citizens in your community support gifted education.

_____ A. The program challenges the child to learn more

_____ B. A child should get a good education

_____ C. Every child is different

_____ D. They are tomorrow's leaders and our future

_____ E. The program allows the child to learn at a faster pace

_____ F. They need to be with intellectual peers for at least part of the day

_____ G. Other

Comments:

5. Place in rank order (1 being the most important and 7 the least important) the following reasons why citizens in your community do not support gifted education.

_____ A. The program is too expensive

_____ B. Everyone should be treated equally

_____ C. The classes are small enough already to allow for individual attention

_____ D. The program is unnecessary

_____ E. We shouldn't label our children

_____ F. It is the parent's responsibility

_____ G. Smart kids do well anyway

_____ H. Other

Comments:

6. This community is aware of the needs of gifted children.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

7. Parents are encouraged by our school to be actively involved in its programs.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

8. Most students at our school are enthusiastic about learning.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

9. People in our school do a good job of examining a lot of different solutions to problems before deciding to try one.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

10. Parents have a direct influence on those decisions made by school personnel that affect students.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

11. The individual differences and needs of students are being met by school personnel.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

12. The school makes good use of community resources.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

13. What groups or agencies in the community should be involved with the Javits Project?

14. What resources exist in your community that could be used to help with cultural enrichment activities?

15. What resources exist in your community that could be used to help with career development activities?

16. What resources exist in your community that could be used to help with a young student's art/dance/music development?

17. What resources exist in your community that could be used to help with medical-health activities?

18. What resources exist in your community that could be used to help children learn reading, mathematics, or other academic skills?

19. What are the greatest strengths of your school?

20. What are the greatest areas in need of improvement at your school?

21. Is this community supportive of education?

22. What parent training currently exists in your community?

23. What resources exist in your community that could be used to address the medical-health needs of children?

24. What is the number one resource in your community for improving the education of gifted students?